

when, (we may add) it will be counted no loss to give the teacher one or even two hours of the six for his own preparations rather than have him come all unprovided to his mighty and glorious work.—*Michigan Journal of Education.*

Relations of Parents and Teachers.

BY T. T. LYON.

To commence at the inception of the school: It should not be sufficient, as is too often the case, that the person to be employed shall have been examined by the School Inspectors and found qualified. Their examinations are necessarily extremely limited, in range as well as in depth, and are therefore sometimes faulty in result. Perhaps the *most important quality*, that of government, is entirely beyond their reach except by actual trial, while the question of moral character in a stranger is necessarily dependent upon credentials, which, (and I say it with all due consideration for the difficulties of the case) cannot be too rigidly scanned; as any moral taint or vicious habit in a teacher must to a greater or less extent prejudice the character of his pupils.

Parents therefore should see to it that the teacher, as far as possible, embodies the qualities they would have impressed upon the character of their children; and when once employed no pupil should ever be led to doubt his ability to do all that should be expected of him.

It should be always remembered that you have put the teacher instead of yourself, and that he has, in his six or seven hours per day, the same authority over the pupils that you yourself exercise at home, and that you cannot for the pending time nullify or recall that authority. Your sceptre is, by our laws, made potent up to the limit of the school grounds. Once over that line during school hours the child becomes a pupil and is beyond your authority.

And yet as your representative in the school room he is doubtless under obligation to consider your wishes and yield to them, just so far as in his judgment is consistent with the highest good of all concerned. This relation naturally indicates the propriety of mutual forbearance and of the utmost consideration for each others feelings, and the great advantage of a practical carrying out of the "Golden Rule" cannot but be obvious to all.

In order to assure ourselves that our ordinary business is properly done we are in the habit of watching narrowly the management of such parts as we commit to the hands of others. If we hire a man to build a house we scan closely the quality of the material employed, and also the manner of putting together, and every step of the process from the cellar to the garret is sedulously watched in order that when finished it may be thoroughly done and well adapted to the purpose intended.

We should remember that a mistake in the finishing or adaptation of a building can be remedied, while an error in our education is the error of a lifetime, and is almost if not altogether beyond remedy. It is a well known fact that a school is usually successful just in proportion to the interest manifested by the patrons.

Another duty the parent owes to both teacher and pupil is to furnish for the school a suitable building with appropriate surroundings. The mind is so constituted by its good Author, that Chameleon like, it takes its hue to some extent from contiguous objects, and especially is the plastic mind of the child influenced by the character of the place where he is required to spend so many of his juvenile hours. We recognize this fact at home, and therefore our residences are surrounded with trees, shrubs, plants, flowers, &c.; and our children learn to respect and love them. Our dwellings are also adorned with works of art and a variety of objects

pleasant to the eye and elevating to the taste and they learn to demean themselves appropriately to the place. But it is urged forsooth, that the school house is the place where juvenile humanity runs wild and that to attempt to surround it with pleasing objects would be only "casting pearls before swine;" that such things would be demolished by the children in the mere wantonness of sport.

Men know how to adapt their manners to the place. Children do the same thing almost by intuition. At home they are taught to seek an appropriate place if they wish for a romp by way of giving vent to the exuberant spirits of childhood, and the appositeness of employment to place soon becomes as obvious to them as to older persons.

Let the people build school houses such as school houses should be, and fit them up with appropriate and convenient surroundings, such as any man of taste would consider indispensable at home, then say to the teacher it is your business to see that this is not damaged, and you will be sustained in so doing, and my word for it, there would be but one voice from the teachers of the land, "we will do it."

Were I to have a model school house in which to keep a model school, I would have it strictly plain but neat and tasteful, both without and within—surrounded by grounds carefully laid out, planted with trees and shrubbery and well fenced. The steps should be provided with scrapers. The aisles, at least, of the school rooms should be furnished with water and the necessary fixtures to secure cleanliness. Every pupil should be required to be strictly neat and decorous in dress and behaviour. All play (except perhaps in winter the more quiet kinds) should be consigned to the play grounds or places expressly intended for that purpose. In short my scholars should deport themselves with the same decorum in the school room at all times, that I would consider necessary to good manners in my parlor.

After providing a teacher and an appropriate house, the next duty of the parent is to consult with the teacher—not the pupil—to determine what studies the child shall pursue, and to furnish such books as may be needed. And here permit me to remark that when the teacher has been informed by the parent what length of time will be allowed the child to acquire an education, it should be the duty of the teacher, not the parent, to determine his course and order of studies.

The next duty of the parent is to see that his child is not detained from school except for the most weighty reasons, and furthermore that he is there regularly and in season.

Regularity and punctuality are two indispensable requisites of a good education, and if steadily insisted on both at home and at school the habit will hardly be forgotten in future life.

And lastly, it should be the parent's duty to see that the child is sent to the school room cleanly and appropriately dressed. And here let me not be misunderstood. There is a magic in appropriateness that all will at once perceive. We are accustomed to dress according to our employment. So in the school room where the sexes meet—and where the business should be preeminently methodical, regular, and quiet, the dress should be neat and clean—let it be *patched* to the last degree if necessary—but still, *whole* and above all, *clean*, and in order to enforce cleanliness, let the teacher be furnished with the needful room, with water and soap and whatever else may become necessary to secure this object.—*Idem.*

VISIT YOUR SCHOOLS.—You could not do a better thing. Your boy has the idea that you care scarcely more than a fig's value about his progress there; your girl thinks you are too busy about *more important* matters to worry about her recitations. Grammar is dry as dust to her, geography